

NATIONAL CONGRESS BULLETIN



APRIL
1941

PUBLISHED BY THE NATIONAL CONGRESS OF
PARENTS AND TEACHERS, CHICAGO, ILLINOIS

PLEASE PASS ON TO

Dear Local President:



We hear constantly today of America's program of total defense. This is as it should be. No American worthy of his heritage but wishes to see all possible measures taken to safeguard our country. Parents and teachers recognize the fact that the first line of defense is the home, and that the responsibility for maintaining a democracy is largely ours. For without high morale in the social and spiritual lines of defense, there cannot be adequate industrial and military defense.

Never before in the history of our nation has the need been so great for the closest cooperation between home, school, and church. The responsibility for mobilizing the social and spiritual forces of the nation rests upon these three agencies. Our obligation is

inescapable. The forces of home, school, and church cannot afford to be divided regarding the broad basic principles of democracy. The need of the hour is for a rededication to the support of those ideals and principles which have always made a nation strong and great — the abandonment of which has always led to its destruction.

Rita W. Coy

Regional Vice-President
National Congress of Parents and Teachers

"GOOD NEIGHBOR DAYS"

PAN AMERICAN DAY, April 14, and Inter-American Music Day, May 1, will emphasize the "good neighbor" policy of this nation toward the Latin-American countries. Pan American Day has been celebrated since 1930, but Inter-American Music Day is a new feature this year of National Music Week.

A joint announcement from the National Congress chairmen of the committees on International Relations and on Music tells of Inter-American Music Day. The first Sunday in May, the opening day of Music Week, has been officially designated, but any other day may be observed if preferred.

Since music is the universal language, and a happy medium for the promotion of our common aspirations, it is believed that a mutual appreciation of

one another's culture will deepen the friendships of the peoples of the Western Hemisphere.

A partial list of Latin-American music will be available from the National Music Week Committee, 45 West 45th Street, New York City. Material on Pan American Day may be secured from the Pan American Union, Washington, D. C.

"EVERY ACCIDENT DELAYS DEFENSE"

The National Congress of Parents and Teachers is one of fifty national organizations uniting to support a standard highway safety program which will cut traffic accidents as an aid to the defense program. Every accident that results in injury or death to a worker directly retards the defense program.

NOMINEES FOR ELECTION

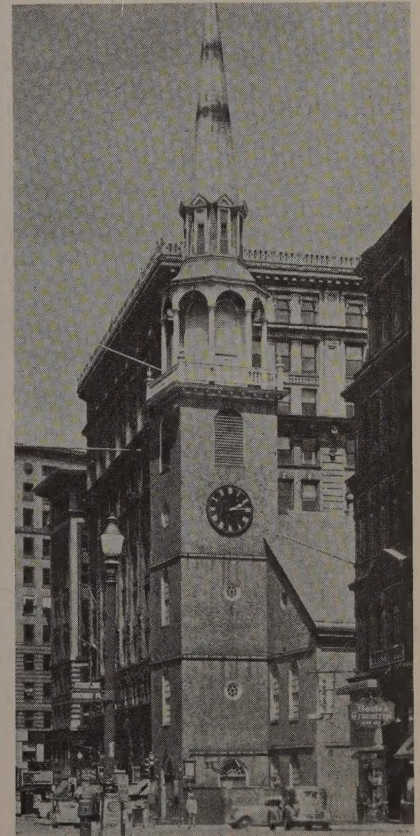
THE nominating committee to nominate officers to be elected at the National Convention has submitted the following list of nominees:

Vice-President from Region III: Mrs. Paul H. Leonard, Columbia, S. C.

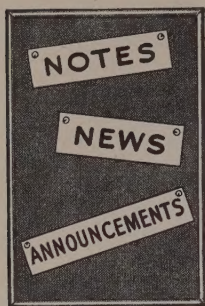
Vice-President from Region V: Mrs. Warren L. Mabrey, Cape Girardeau, Mo.

Vice-President from Region VII: Mrs. M. D. Wilkinson, Tacoma, Wash.

Vice-President from Region VIII: Mrs. J. W. Bingham, Palo Alto, Calif.



Old South Meeting House, Boston.



THE P.T.A. BULLETIN BOARD

Forty-Fifth Annual Convention

BOSTON,
MASS.,
MAY 19-22,
1941

CALL

THE National Congress of Parents and Teachers hereby calls its membership to send accredited delegates and representatives to meet in convention at Boston, Massachusetts, May 19-22, 1941.

THEME

"MODERN PROBLEMS IN COMMUNITY LIVING"

PRELIMINARY PROGRAM

Sunday, May 18

4:30 P.M. Vesper Service — King's Chapel
8:00 P.M. Musicales — Hotel Statler

Monday, May 19

First General Session — 9:00 A.M.
Processional
Salute to Flag
Invocation
Greetings: Gov. Leverett Saltonstall; Walter F. Downey, State Commissioner of Education; Mrs. Luther R. Putney, President, Massachusetts Parent-Teacher Association
Response: Mrs. William Kletzer, National President
Business Session
Second General Session — 1:45 P.M.
Report of President, Mrs. William Kletzer
Section Meetings:
"The Council Mobilizes the Community"—Mrs. James Fitts Hill
"The District or Region Carries Forward the Program"—Mrs. William A. Hastings
"The High School P.T.A. Sees the Needs of Youth"—Mrs. James K. Lytle
"Opportunities for the Rural P.T.A."—Mrs. M. A. Taylor
Third General Session — 8:00 P.M.
Operetta: Jack and the Beanstalk, by Junior Programs, Inc.
Address: T. V. Smith, Professor of Philosophy, University of Chicago
Reception to Life Members

Tuesday, May 20

8:30 A.M. National Chairmen's Conferences
Fourth General Session — 10:15 A.M.
Invocation

Address: "Community Organization for Health Education"
C. E. Turner, Professor of Biology and Public Health, Massachusetts Institute of Technology

Address: "The School As a Dominant Factor in Community Living"
Donald DuShane, President, National Education Association

Fifth General Session — 2:00 P.M.

Panel Discussion: "Roll Call at the Hearth"

Speaker — Ernest G. Osborne, Department of Education, Teachers College, Columbia University

Leader — Flora Thurston, Professor of Home Economics Education, School of Education, Cornell University

Participants—Sidonie Matsner Gruenberg, Director, Child Study Association of America; Maria Marchant de Gonzalez-Vera, of Santiago, Chile; Douglas Thom, M. D.

3:45 P.M. National Chairmen's Conferences

Sixth General Session — 8:00 P.M.

Town Meeting: "Is Education Meeting the Needs of Youth?"

Participants—Howard Y. McClusky, American Youth Commission of the American Council on Education; Francis Spaulding, Dean, Graduate School of Education, Harvard University; Alonzo Grace, State Commissioner of Education, Connecticut. Program on NBC from 9:00-9:30 P.M., E.S.T.

Wednesday, May 21

8:30 A.M. National Chairmen's Conferences

Seventh General Session — 10:15 A.M.
Invocation

Address: Everett R. Clinchy, Ph.D., Director, National Conference of Christians and Jews

Address: Harriet Elliott, Consumer Advisor, Advisory Commission to the Council of National Defense

Eighth General Session — 1:45 P.M.

Panel Discussion: "The Community Answers 'Ready'"

Speaker — Hon. Paul V. McNutt, Administrator, Federal Security Agency, Washington, D. C.
Leader—John K. Norton, Professor of Education, Teachers College, Columbia University
Participants — Joanna Colcord, Russell Sage Foundation; Jean Coman, U. S. Housing Authority.
Others to be announced

3:45 P.M. National Chairmen's Conferences

Ninth General Session — 7:00 P.M.

Banquet — Speaker: Hughes Mearns, School of Education, New York University

Thursday, May 22

8:30 A.M. Business Meeting
Adoption of Platform
Installation of Officers
Retirement of the Flag

10:30 A.M. Historical Tours

HOUSING INFORMATION

Headquarters: Hotel Statler

Rates: Single Room \$3.50 and up
Double Room \$5.00 and up
Double Room (twin beds) \$6.00 up
Room (dormitory style) for 4 to 6 persons \$2.00 each.

Other hotels within ten minutes' walking distance of the Statler are:

Hotel Bellevue — Beacon Hill
Hotel Bradford — Tremont Street
Hotel Brunswick — Copley Square
Parker House — Tremont Street
Hotel Pioneer — Stuart Street
Hotel Touraine — Boylston Street
Hotel Vendome — Commonwealth Avenue

Hotel Victoria — Copley Square
Hotel Westminster — Copley Square
Y.W.C.A. — 40 Berkeley Street

Rates at these hotels range from \$2.00 and up for a single room; \$3.50 and up for a double room. Some offer dormitory style accommodations as low as \$1.50 per person, per day.

Reservations may be made directly with the hotel or through the chairman of Housing, Mrs. Harry S. Wright, 80 Boylston Street, Boston, Mass.

Unique Guest Units, Inc., 131 State Street, Boston, Mass., offers rooms in private homes or rooming houses at \$1.00 or \$1.50 per person. Reservations for this type of accommodation should be made by May 9.

and that no one was set to govern them. Unless complete individualism, which leads to anarchy, was to prevail, some form of government must be provided. Complete individualism could be had, but only at the possible cost of their lives.

The Pilgrims had paid a high price for their potential freedom. Persecution, the rigors of a long ocean voyage, and the still unknown dangers that faced them in this wild country were but part of that price. Unless the future was carefully guarded, all this sacrifice might be in vain. Common sense indicated that they might assure all necessary freedom for the individual and at the same time assure the security of the group.

The method they used was simple. It was that of free individuals assuring a continuance of their freedom. It is interesting to speculate on the possible action of any other group of people under like circumstances. They were Englishmen, with all that that means in theory and practice of government. Further, they were Pilgrims who believed in *administering their own discipline by popular vote*. This background led almost inevitably to the action taken.

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THE MAYFLOWER COMPACT

IN THE cabin of the Mayflower, in November, 1620, they drew up a solemn compact which we now know as the Mayflower Compact. It reads: "In the name of God, amen. We, whose names are underwritten, the loyal subjects of our dread sovereign lord King James, by the grace of God of Great Britain, France, and Ireland, King, Defender of the Faith, etc., having undertaken for the glory of God and the advancement of the Christian faith, the honor of our King and country, a voyage to plant the first colony in the northern parts of Virginia, do, by these presents solemnly and mutually, in the presence of God, and one of another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony, unto which

we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the 11th of November (O.S.) in the year of the reign of our sovereign lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Dom., 1620."

This compact was signed by all but two men on the ship — and there is reason to believe that these men were too ill to sign. This is essentially a simple action, but it marks a distinct milestone in man's attempt to find justice and adequate government for himself and his fellows. They proposed to submit only to such government and governors as they should by common consent agree to make and choose. There is recognition of the part that Christian faith plays in human relations. This simple formula has been the basis on which the American set up his government as he moved westward.

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A FUNDAMENTAL CONCEPT

IT IS still basic. Stated in greater refinement, and with checks and limitations in the Constitution, it is still a fundamental concept upon which American government is based. In it the individual agrees to submit to the governors and governments of his choice, governing by laws, rules, and regulations that he helped to make as he finds need for them. In doing so, the individual curtails his freedom that the community of individuals of which he is a member may enjoy equally with him the results of his sacrifice. And in turn he rightfully expects every other individual to play the game by the rules set up by the common consent of all.

There is, in this, no limit to government — no contingency that cannot be covered by consent or action of the governed. By sharing equally with all others, the individual gains his right to be free, to be respected as a member of a universal compact, and so to gain his full stature as an individual entity in a society of free men.

If this is true; if the consent of the governed is a foundation stone of our democracy; if it is to remain so; then we should examine sharply our understanding of the concept. When we

speak of the "city hall gang" or "that crowd in Washington," we deny that government is really by "consent of the governed." If we really believe that government in this country is so organized and controlled that we may not or do not enact our own laws and agree to abide by them, then we have lost a fundamental principle.

Government can be perverted, of course, just as any human institution can be. Responsibility for government rests on the individual citizen. It follows inevitably, then, that each and every citizen shares the responsibility for perversion and must do all in his power to bring government again in line with the fundamental principles and concepts on which our democracy rests.

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SOURCE OF STUDY

MATERIAL:

The American Canon. Daniel L. Marsh, President of Boston University. New York: Abingdon Press. \$1.

In this little book of 80 pages and appendices, President Marsh has chosen seven documents which seem to him basic in the scheme of American democracy. These are the *Mayflower Compact*, the *Declaration of Independence*, the *Constitution*, Washington's *Farewell Address*, the *Second Inaugural* of Lincoln, the article by Woodrow Wilson on the *Road Away from Revolution*, and finally, *The Star-Spangled Banner*. For each of these he gives a short historic background, then an interpretation of the document itself with all that it means to us in the present day.

Whether or not we agree with his selection or its completeness we must agree that President Marsh has chosen fundamental documents which have contributed mightily to our present democracy. His method of exposition shows us how we may proceed with the study of other important papers and documents.

The material and method in this small volume is worthy of the attention of every adult study and discussion group which wishes to tackle documents vital to an understanding of the American system. It is valuable, too, for teachers and parents who wish simple, straightforward material suitable for use by children about fourteen or older.

PARENT-TEACHER ACTIVITIES

FOR *Promoting Democracy* . . . BULLETIN No. 9

THE CONSENT OF THE GOVERNED

THE consent of the governed is a fundamental concept in the American system. It is so well integrated into our national pattern that we accept it as having always existed. Actually it is a comparatively recent innovation, but so important in government that it calls for our best thought and full understanding. Its development on this continent is an interesting study.

The first colonies were established on this continent under charters granted to individuals or companies by the rulers of the countries from which they emigrated. Usually these charters reserved prerogatives to the sovereign that in effect made the colony only an extension of the mother country, and granted to the colonists and their children only those same "liberties, franchises and immunities" as native-born subjects. Governing bodies or councils were provided for; appointments were subject to approval of the sovereign, and members could be removed at his direction. These councils had power in some matters; but acts of major consequence were passed provisionally, and were subject to review and ratification by a colonial council in the home country, or to direct action by royal authority. In some colonies a governor-general was appointed by the Crown—a direct delegation of royal authority. Thus, all power was finally concentrated in the Crown or in the hands of bodies directly responsible to it. The ruler was sovereign in the colonies to the same degree and extent as at home.

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THE STRUGGLE FOR POWER

SUCH an arrangement had distinct disadvantages. Three thousand miles of uncertain communication made difficult the speedy administration of affairs. It was impossible for those at home to be completely aware of the turn of events in the colony. To remedy this situation, further powers

were granted to, or sometimes taken by, the colonial council, so that varying degrees of local autonomy prevailed. But the first settlements were essentially Crown colonies and subject to the laws, regulations, and caprices of the reigning sovereign.

The history of this period is full of major and minor incidents in the struggle by the colonies to concentrate the functions of government in their own hands, and equally determined effort by the home government to retain power over them. With variations, this pattern prevailed in most of the early colonies. In 1620 a totally new theory was introduced by the Pilgrims in their settlement at Plymouth. This new plan was so vital then, and is so interwoven now in our own theory of government, that we should understand clearly the events which led up to it.

The background of the religious parties in England and the schisms that prevailed throughout Europe about 1600 is too complicated to be put into condensed form here, but the essential facts about the Pilgrims can be hastily traced.

The Independents—with which the Pilgrim congregation at Scrooby, England, was affiliated—did not believe in religious establishments, and were opposed to national churches. They held a church to be a local body of Christian believers united by a covenant, electing its own ministers and administering its own discipline by popular vote, with no interference from any ecclesiastical body. Rejection of the church established by the law of the land was seditious in the eyes of government, and the offenders had to be punished by the penalties usually attached to that offense.

Now ensued one of those irreconcilable conflicts in the affairs of men. In the light of the facts, the English government was compelled to take action. In the eyes of the Independents, such action was simply persecution. Since no compromise could be

made by either party, the Pilgrims moved to Holland to maintain their freedom and the right to worship as they saw fit.

Holland, though hospitable, was not, they felt, a suitable place in which to practice their religion and to bring up their families, so they resolved to cross the ocean and settle in new territory subject to English rule. To this end they secured a patent from the London Company to settle in the Virginia colony, but King James refused to grant them a charter. After long negotiations, the best they could do was to obtain the king's promise not to molest them as long as they behaved peaceably in the new land.

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THE NEW COLONY

ARRANGEMENTS were made to sail from England in two small vessels—the Speedwell and the Mayflower. Twice the two vessels started, but each time the Speedwell proved unseaworthy and both turned back. Finally, on September 16, the Mayflower with the hardiest souls from both vessels started on the voyage alone. On November 19, it came in sight of the shores of Cape Cod. Storms had driven the Pilgrims from their course, and they were now outside the jurisdiction of the company which had granted them a charter. At first they were determined to sail south until they could land at a point where they could lawfully settle, but the difficulties proved too great, and on December 21 they selected what is now Plymouth as the site for their settlement.

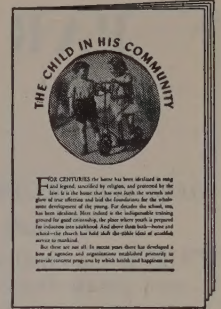
In the meantime, dissension had arisen among some who sought to break their contracts because they were not to settle where they had originally planned. They knew that by virtue of their arrival in the new land, completely outside their original jurisdiction, they were free of all laws,

THE CHILD IN HIS COMMUNITY

Conserving the Health of Children

"Advocate a broad program of health education and service including preventive measures and medical care for the entire population, and especially complete service for maternal and infant care."

— FROM THE CHILD IN HIS COMMUNITY



CONSERVING the health of children and youth has always been one of the primary objectives of the National Congress of Parents and Teachers. Thus the recommendations of the White House Conference on Children in a Democracy concerning health are finding a ready response on the part of parent-teacher associations.

The White House Conference brought to the fore the fact that we possess today an amazing amount of knowledge about child health. During the past decade, medical science has made notable progress in knowledge of how to reduce illness and deaths of mothers in childbirth, how to prevent deaths of infants, and how to feed and protect the child during the first critical years of his life. Knowledge of how to immunize children against certain diseases of childhood has increased, as has better understanding of nutrition. The close relation between physical and mental health has been emphasized.

PUBLIC HEALTH AFFECTS CHILD HEALTH

Another factor favorable to the health and general welfare of the child has been a great improvement in public health during recent years. The increased saving of adults from disability and premature death has held together hundreds of thousands of homes. The steady development of medical science and of public-health administration is opening up new and important areas; among these are the nation-wide movement for the control of syphilis, and the growing knowledge

of ways in which pneumonia, and certain other diseases which formerly had a high mortality rate, can be successfully fought by means of new drugs. Research on cancer looks to the control of this scourge as the next great forward step. All of these health movements are protectors of families, and consequently of children.

We know how far we have advanced; but we know also how far we lag behind in the application of available medical knowledge. And it is precisely here that the parent-teacher organization has an opportunity unequalled by any other lay organization to bridge the gap between source work in medicine, hygiene, and nutrition, and the family, which carries the ultimate responsibility for child health and well-being.

Three major objectives of child health in the nation today, as set forth in the Conference Report, are:

1. A broad public health program affecting both directly and indirectly the health of children.
2. Better maternal and infant care.
3. Special attention to the health of all children, including at stated intervals a check-up of health and development, health instruction in the schools, safety education, nutrition services, mental hygiene, and adequate hospital and social-service facilities for children in need of such services.

This third objective has long been embodied in the child health program of the National Congress. The check-up advocated by the Conference for all children is already in force wherever there is a Congress unit participating in this activity, one of the oldest and most important sponsored by our organization. In its emphasis on a continual check-up of the child after entering school, it seeks to promote in the most realistic way the Conference goal of health for every child.

As to the first-mentioned objective, public health, the parent-teacher association may touch at many points in its program the work of the public health department. Through its com-

mittees on Health and Summer Round-Up, Juvenile Protection, Mental Hygiene, Social Hygiene, Safety, etc., it may act as a liaison group for the basic services and new developments in this field.

Since the foundation for the health of the child begins before he is born and is so closely related to the health of the mother, the health activities of the parent-teacher association logically include concern for maternal and prenatal care. Groups are urged to familiarize themselves with proper standards for such care, and to cooperate with the local agencies concerned with these matters. For example, Well-Baby Clinics are receiving the support and cooperation of many parent-teacher associations.

QUESTIONS FOR DISCUSSION

What response from the community has your Summer Round-Up received in past years?

What nutrition activity do you carry on in your school? Do you provide milk for the undernourished children whose parents cannot afford to pay for it? Hot lunches?

Does your school board cooperate in the financing of projects of benefit to health conditions in the schools?

In what specific ways do you cooperate with your local health department?

Do you have a problem in your community regarding the enforcement of quarantine laws?

What provisions are made in your community for maternal and prenatal health? How do you cooperate in these activities?

What provision does your school make for the health of the middle-grade child?

REFERENCES

1. *The Summer Round-Up of the Children*. National Congress publication.
2. *National Parent-Teacher articles*: Katharine F. Lenroot, "Helping Children to Health," October 1940; A. Graeme Mitchell, M.D., "Challenging Frontiers in Child Health," January 1941.

NATIONAL CONGRESS BULLETIN

Volume 8 APRIL Number 8

Published monthly from September through May, bimonthly June and July, at 600 South Michigan Boulevard, Chicago, Illinois, by the National Congress of Parents and Teachers.

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PARENT-TEACHER PUBLICATIONS

Inform • Inspire • Interpret

"DEFENSE BEGINS AT HOME"

New Study Course

THIS is the challenging title of our new parent-teacher study course. Outstanding specialists well qualified to discuss the subject will contribute the supporting articles. If these specialists could come to local parent-teacher meetings to talk on "Defense Begins at Home," capacity crowds would greet them. Since they are not available, and since what they have to say will be very timely and very important, the next best thing is to bring them to your membership through the medium of the printed page. The May issue of the *National Parent-Teacher* will contain full particulars about this study course. Plan now to subscribe, or to renew subscriptions that may have expired, in order to have on hand complete information when making your program, discussion, or study-group plans for the year ahead.

I WISH I HAD HEARD ABOUT IT SOONER

"I WISH I had heard about it sooner" is the way in which parents express their satisfaction with the *National Parent-Teacher* magazine. It is their helpful guide, their wise counselor, their ready reference. It has become as much a part of their lives as the reading of the daily newspaper. Illustrative of the value of the Magazine to leaders and parents alike are the following comments selected from the many which reach us:

AN ALL-AROUND HELPER

"JUST a note to tell you how much I have appreciated your fine Magazine. As president of a high school association it helped me so much—it was even used as a reference by my son. "In the February issue a very fine article was written by Edgar Dale: 'Unlicensed Teachers: Radio, Movies, and Press.' This article has given me a great deal of help. I am council chairman of motion pictures. I am now working up a panel discussion on this question: What do boys and girls learn from the three unlicensed teachers: radio, movies, and press? The article also gave me material for a talk which I was asked to make before the American Legion Auxiliary.

"Please express my appreciation to

Mr. Dale. Thank you again for your splendid work." — Mrs. R. B. B., San Francisco, Calif.

A MEMBERSHIP BUILDER

"I HAVE given our school principal the releases you sent me. He is chairman of our High School Association study group this year and has used the *National Parent-Teacher* magazine for each meeting.

"You might be interested in an incident that occurred at our March study group meeting last week. An elderly man was talking about the article 'Whose Fault Is It?' He said that on the first reading he thought it the silliest thing he had ever read, but on the third reading he thought it quite good and heartily agreed with the author. He is, by the way, a minister of the old school, who believes in rearing children with hickory and prayer. This was his first parent-teacher meeting. I think he came because this article intrigued his curiosity." — Mrs. E. R. S., Arkansas.

LESS THAN A MONTH LEFT

LESS than one month remains in which to register your P.T.A. on the *National Parent-Teacher* subscription list. The final report for the year will be made to your state president early in May. If you have had to put off subscribing for one reason or another, please do not delay further. Unless your subscriptions reach us by April 30, 1941, we will not be able to include them in this year's report.

ATTENTION, LOCAL PRESIDENTS

PLEASE announce at your next meeting that the *National Parent-Teacher*, the official magazine of the National Congress of Parents and Teachers, is not sold by agents. It depends entirely

upon volunteer workers in parent-teacher associations to extend its circulation and its sphere of influence. It is not a profitmaking publication. It is published exclusively as a service to parent-teacher members and for the promotion of finer American homes.

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CONVENTION PROCEEDINGS 1941

A NUMBER of local associations have inquired if copies of the *Proceedings* of the National Convention may be ordered for parent-teacher bookshelves. We shall be glad to supply copies for this purpose provided the orders reach us far enough in advance to permit us to include them when placing the order for printing the book.

The 1941 *Proceedings* will contain:

Convention addresses, panel discussions, conference reports, and reports of parent-teacher section meetings.

Reports of:

National Officers

State Presidents

National Chairmen

Statistical records and other organizational information of interest to parent-teacher leaders.

The *Proceedings* is a comprehensive source book of parent-teacher information. It can be used to special advantage by program, publicity, membership, and study group chairmen. It will contain approximately 372 pages; will be bound in blue and embossed in gold. The price per copy will be \$1.50, checks or money orders to be made payable to the National Congress of Parents and Teachers. Please place your order on or before June 1, 1941. Orders will be acknowledged upon receipt. The *Proceedings* will be delivered on or about September 1, 1941.